

# The Saints Academies



Horton St Michael's  
CE First School and Nursery



## All Saint's CE Academy Denstone

### GEOGRAPHY POLICY DOCUMENT

September 2026

## **Intent**

At All Saint's CE Academy, we believe that a high-quality Geography curriculum inspires children to want to explore the physical and human elements of their local area and the wider world, so they can develop a real sense of who they are, their heritage and what makes our local area unique and special. We aim to instil a love of Geography in all of our children and we work hard to provide a varied and interesting curriculum that intrigues our children and meets the needs of all backgrounds and abilities. By linking Geography to a range of questions and curriculum areas, children have opportunities to develop their curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Children will investigate a range of places – both in Britain and abroad – to help develop their knowledge and understanding of the Earth's physical and human processes.

The pupils in our academies will be taught in a safe, secure and stimulating language-rich environment, enabling them all to achieve their potential in the areas of Geography. Every child will be revered and respected as part of our school community and loved and valued as one of God's children.

## **Implementation**

The staff at our school are passionate and well-trained to deliver exciting and well-planned Geography lessons, that offer progression and depth against the National Curriculum guidelines. Our Geography curriculum has been created to explore big questions, linking the children's knowledge and learning across the curriculum and across the key stages. Learning is enhanced through trips, visitors, fieldwork, geographical enquiries and family learning projects. We develop deep subject knowledge and geographical key skills through the use of our knowledge mats and progression overviews.

## **Impact**

Our children speak highly of Geography at our school and talk confidently about their learning. Evidence of work will show a range of questions explored, geographical knowledge taught, fieldwork skills developed, links across the curriculum and work pitched to support and challenge a range of abilities and starting points. All staff use the knowledge mats and progression overviews to assess children's progress, identify gaps and plan next steps.

## **Purpose**

- **To promote a shared love and understanding of Geography;**
- **To establish high expectations for teachers and pupils;**
- **To promote continuity and coherence across the school.**

## **Aims**

The aims of teaching Geography within our academies are:

- To enable children to gain knowledge and understanding of places in the world;
- To increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a diverse nation and world;
- To allow children to learn graphic skills, including how to use, draw and interpret maps;

- To enable children to know and understand environmental problems at a local, regional and global level;
- To develop a growing knowledge about the world to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- To enable children to learn and explain how the Earth's features at different scales are shaped, interconnected and change over time.
- To develop in children a variety of other skills, including those of enquiry, problem-solving, ICT, investigation, and that of presenting their conclusions in the most appropriate way.
- To develop the cross-curricular use of Geography in all subjects

## **Organisation and Methodology**

At The Saints Academies, we ensure that pupils cover the key knowledge and skills required for Geography objectives taken from the National Curriculum and Early Years Framework. We feel that it is important that we constantly review our planning and adapt our lessons to make them relevant and engaging for the children, whilst ensuring they are developing life skills transferable into later stages and across the curriculum. Geography is taught in a more practical, connected way incorporating all relevant subjects where possible, building on prior learning in previous classes and links to an overarching whole school question/theme. For each whole school question, children will complete a range of Geography lessons to support their learning, across a two-year rolling programme. This ensures that no child is taught the same thing twice whilst at our schools, but prior knowledge and skills are built upon and deepened in places.

There will be cross-curricular links for pupils to access the curriculum whilst being taught the knowledge and skills relevant to their year group within Geography. Each year group will use an enquiry-based approach to enhance their learning within the curriculum for each unit, linking to the whole school question, which is used to stem their learning. This allows teachers to plan accordingly to show progression within learning, and to enhance building blocks in vocabulary, knowledge and skills. Geographical vocabulary and knowledge are constantly being built on and improved from the prior lesson, through reflections, conclusions, and retrieval quizzes.

## **Planning**

Knowledge Progression and Skill Progression overviews have been created to show clear progression and application of skills across the year groups starting from the Early Years (Understanding of the World) through to Year 4. These maps/overviews form the basis of teachers' planning and assessment for the unit for work. Geography is a driver subject for three of the half terms out of the six, with History making up the other three half terms.

## **Field Work**

It is expected that teachers plan opportunities to use the school grounds, local environment and, if appropriate, going further afield to conduct geographical fieldwork. When sessions lead to leaving the school grounds staff must adhere to the Staffordshire Authority Risk Assessment procedures using Evolve (see additional risk assessment policies for further information and clarification).

## **Geography Curriculum**

Geography teaches an understanding of places and environments. Through their work in Geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human Geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind.

To conclude each unit, we have an end-point assessment where children can show off what they have learned and the new knowledge they have acquired. These are planned on our 'Key Knowledge Progression Mats' and may be assessments such as; a presentation, a diagram/map with annotations, a model with an explanation, a drawing etc. Teachers will assess the vocabulary and key knowledge shown by each child during the assessment.

### **Early Years**

Within the Early Years Foundation Stage, Geography is included as part of Understanding the World. The children learn to investigate similarities and differences, the local environment and cultures and beliefs, fostering the skills essential to developing historical understanding. This is set out in the Early Years Framework as children needing to:

- Observe, find out about, and identify features in the place they live and the natural world;
- Begin to know about their own cultures and beliefs and those of other people;
- Find out about their environment, and talk about those features they like and dislike.

### **Key Stage 1**

During Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

### **Key Stage 2**

During Key Stage 2, pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views, where appropriate. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques, maps, plans and atlases. As well as making its own distinctive contribution to the school

curriculum, Geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximised, including history, science and computing.

## **Teaching Strategies**

### **Geography should be taught using:**

- A variety of teaching strategies to excite and engage all types of learners, including those with additional needs and SEND.
- A balance of imparting knowledge and independent research involving the use of maps, the internet and fieldwork.
- Whole class lessons, individual, paired and group work.
- Cross Curricular activities.
- Visitors to school.
- Visits out of school.
- A range of suitable primary and secondary geographical sources and materials.
- Practical and hands on activities.

### **Geography teaching should develop the following skills:**

- An understanding of human and physical features and how these are often intertwined.
- Knowledge and understanding of events, people and changes in the local, national and global environment.
- How to use maps, globes and atlases (including digital)
- Different methods of enquiry and fieldwork techniques.
- How places around the world differ (climate, weather, physical and human features, people, lifestyles adapted to the local environment etc.)
- Questioning Skills.
- Life skills
- Resilience and wellbeing.

## **Assessment, Recording and Reporting**

Lessons are evaluated by the class teacher, identifying individual progress and informing future planning.

- Retrieval activities are used at the start of each lesson to ensure knowledge is being secured and to identify any gaps in learning.
- Reflections are completed at the end of each lesson to highlight what pupils have learnt and address any misconceptions.
- Work should be marked regularly and kept as evidence of the work covered, following the school's marking policy.
- If lessons are practical, then this will be evidenced with photos.
- Parents are made aware of their child's progress through parents' evenings and the annual written report.

- The academy websites and displays are used to show examples of work and photos of trips and visitors relevant to the unit of work being studied.

### **Monitoring and Evaluation**

The Executive Head teacher and the Geography Subject Leads monitor Geography. Having identified priorities, the SLT and Geography Subject Leads construct an action plan that forms part of the Academy Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored. Geography Subject Leads from each academy meet termly and carry out book monitoring with an agreed focus. Results are then fed back to staff. Year group teachers across the three academies also meet half termly to moderate teacher assessment levels, the quality of learning opportunities and plan units of work together.

Reviewed September 2026